

A Forensic Linguistics Analysis on School Recorded Incident Reports

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Abstract

The students behave defiantly in the academe because of peer pressure, family and relatives' high expectations, and the environment. This kind of behavior resulted in committing a wrongful act. This descriptive forensic linguistics analysis delved into the different school-recorded incidents and the language of crime used by the perpetrators. It used forensic stylistics analysis to identify the profile, recorded incidents, and the language of crime. It was revealed that females commit more wrongful acts than males by percentage, and all programs in the university have recorded different incidents. Moreover, the university has recorded different incidents, such as school crimes and violations. Lastly, the perpetrator uses the language of crime in maneuvering the wrongful act like the criminal speech act associated with the illocutionary force such as constative, directive, commissive, expressive, and declarative; conspiracy and threatening. It is recommended to strengthen the security in the academe to have a better learning environment and include in the language discussion the results of this study to orient the students on the different cases that may arise during their stay in the university.

Keywords: Language of crime • Forensic linguistics • School incidents • University of Mindanao

Introduction

Most colleges or universities have encountered different school incidents every academic year. It is prevalent since it is part of social activities such as theft, fraud, cheating, cyberbullying, etc. Students commit these cases because of their mental illness and financial, family, and social problems [1]. It intensifies the pressure within them by committing and manipulating their language that drives to its evil intention [2]. These circumstances lead the students to behave unprofessionally in academe. They create more scandalous acts and are labeled as deviant.

At the University of Mindanao, the office of student affairs of the university has recorded a total of 98 incident reports from 2019-2021. It is classified into school crime and school violation. On the one hand, school crime was observed in the report as sexual harassment, stealing or thief, plagiarism, etc. On the other hand, school violation was seen as discourtesy, etc. A manifestation that the school is not exempted from free from harm and dangerous institutions.

The record says the school must intensify its safety protocol to have a friendly environment. Having said that, there is a need to investigate further the identified incident reports from the office of the

student affairs to understand more the situation of the students portrayed inside the campus. The result of this study would become beneficial to the institution since it would serve as the basis of the IPAC in reviewing the student's curriculum, especially on the aspect of language and forensic investigation as part of the CJE curriculum and the management, particularly on its policy and guidelines towards the students.

The theory on self-reported behavior connotes the identity of the perpetrators on the school campus, where their advantage and power are critical. The pressure for grades is one of the key factors that are considered the platform for doing or committing wrongful acts [3]. The theory of culturally responsive pedagogy and the principles of restorative justice practices in schools stated that the ambiance and environment needed to change, particularly in classrooms. That school tension was based on teacher deficit theorizing [4].

Profile of the students involved in school-related incidents

It is necessary to know and identify the background of the students involved in the different school incidents. It assures the authenticity

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of the legal process, which is also considered the backbone of every investigation. Knowing the gender identified in the incident gives a clear picture of who executes the incidents more. Male, as the predominant in every case cited, has turned out to be wrong in this scenario. It is because males have been the center of everything for many decades, leading to gender stereotyping. However, females have never been or seldom identified as the perpetrator of the incidents. Moreover, it was found that female students are more involved in school-related incidents by percentage [5].

Aside from gender as a predictor in every school incident, Aslund et al. claimed that different school programs are seen to be accountable for involved incidents [6]. It reflects the behavior and mechanism of the students. Accordingly, the intervention program is not enough to arrest the property of crime. Due to social activities and community involvement, some students cannot cope with racial discrimination. The social sciences programs were labeled as offenders of the students' integrity. It is the source of violent crime because of academic pressure [7].

Recorded school incident report

The school-recorded incident reports are bound to be used as the source of information during the court proceeding. It elevates the justice system and sheds light on the immature treatment of every case. It may also be the source of making or crafting a precautionary measures for the safety of the students in the school [8].

The different school incidents increase because of serious violence. It normalizes the situation, mistrusting the legal process and threatening harm by the perpetrators. Thus, victims are muted to disclose the incidents because they are directed, and their actions are predicted.

The perpetrators used different social media platforms in cyberbullying. Students tend to use vulgar and mean words toward their victims [9]. Also, students expressed themselves through hurtful comments and rumors spreading online. Most of the time, victims are unaware of or offline [10].

In the academe, this is an unacceptable type of school violation. It boils down to revealing the fundamental behavior of the students by ranting, fighting back, answering, or responding to the teacher or any school personnel defiantly [11].

Proper credit is neglected in this kind of school crime. Plagiarism is seen as owning somebody's intellectual property. In short, it is stealing the rights of the victim. It normalizes the incident because the students' behavior imbues it. The students used different ways and means of stealing intellectual property, such as various web applications [12].

Any essential materials that are tempting to the eyes of the perpetrator will not hinder them from stealing. Stealing is increasing because of the lack of security personnel, and the perpetrator normalizes this kind of wrongful act [13].

Bullying is considered a public disturbance that garnered much attention. It is seen anytime and anywhere in the school. It cycles the

phenomena where the perpetrators seek some satisfaction. It happens most of the time in the academe by talking about somebody's deeds or creating and making commotion using different languages.

Freedom of speech is sometimes overrated. Students expressed their angst towards their victims because they were not heard. It spread the central issue on social media. Labrecque et al. stated that posting negative statements on social media intends to harm any organization or entity [14]. It was elaborated that posting on social media is rooted in personal against institutions, lecturing, and mocking. Everything boils down to the attitude of complaining.

Students create a social media account for personal use and educational use. They used Facebook, Twitter, Instagram, etc., to express themselves [15]. They make fake accounts to hide their identities and commit wrongful acts with a hidden agenda toward the innocent. Even though students are conscious of it, their concern is to retrieve some essential data from their prospect and use it the illegal purpose [16].

The students want to be noticed. They created a commotion around them which turned into a disturbance in the classes. The misbehaved students compromise the school operation and annoy the school community [17]. Inusah et al. revealed that campus nuisance occurred because of weak protocols, ports, and services on social media [18]. It adds up to the perpetrators' interest in pursuing their wrongful acts since they got an opportunity to establish their command.

Pressing the fire alarm is a form of severe school violation. Students commit this kind of wrongful act because of social experiments and for fun. They want to be recognized because of such action [19]. Students adhere to their principle of being committed to their identity as racialization, political consciousness, and community-engaged student activism [20].

Due to the wrong mentality, the physical attitude and behavior provoke a malicious mind, leading to sexual harassment. Sexual harassment is materialized when there is an unwillingness to participate in the sensual scenario or situation. Sexual harassment is difficult to eliminate, and the victim may become a harasser soon [21].

It is a severe school crime that can happen in every institution. It is a harmful utterance that is the root of the lack of cohesion. This wrongful act creates trauma for the victim by telling what the future would be if one does not follow its command.

It is the cause of previous malicious history from the provoked mind. As a result, the perpetrator imitates the actions and the utterances of the culprit brought by the school environment, peers, or even teachers who expressed sarcasm.

Investment scam manned by money. The victim has no financial knowledge, which the perpetrator takes as an advantage. At first, the perpetrator makes friends with the victim and is then betrayed when complete trust is obtained.

Cheating is the most common school violation that students can do. It is rampant. Cheating is done and seen through the copying of an answer

during quizzes, examinations, or assignments. Students cheat because of grades and are pressured by their classmates, family, and relatives.

Possession of illegal drugs is the most severe recorded school crime. Students use illegal drugs to manifest and receive good results in their academics. Taking illegal drugs makes the students more active in any activity they do in the academy. Drugs that the students usually use are marihuana and shabu.

It is a furtive crime or at least a crime that can be committed from a distance which compromises the school operations. Students committed this wrongful act because of fun. A bomb threat is accessible today because of technology-driven interest.

The language of school incidents

The language of school incidents is anchored on forensic linguistics studies, which investigate the processes of the different recorded school crimes and school violations. As a linguistic process, forensic linguistics has to solicit answers on various school incidents like school crimes and violations, especially on their occurrences. It further understands the language layer observed, like the language of school incidents and their pragmatic acts. Tiersma and Solan; and Fino emphasized that the process of knowing the different wrongful acts in forensic linguistics is by knowing how the language is used, like conspiracy and threatening.

The wrongful act results from the agreement of both parties, whose primary interest is to pursue the hidden agenda toward the victim. Since the perpetrators use conspiracy to commit violence, the action is manifested based on the result.

The most powerful language command used is a threat. It may be done directly or indirectly in doing the actions. It somehow warns the victim but with the stress of the move. Generally, a threat is a criminal act. It is a form of hate and distrust of the perpetrator, making them have a high disposition toward intimidation.

Aside from that, pragmatic observation is adhering to the principle of knowing and understanding how the acts are being committed. The study of Vallejo on the pragmatic paradigm revealed that perpetrators used different language acts in performing the actions, such as constative, directive, commissive, expressive, and declarative.

The wrong action may describe how physical force happens. It is done through word of mouth or simply the utterance delivered via social media. Thus, the perpetrator and the victim may describe the state of affairs.

The command of the language is visible in action portrayed. This kind of force is acquainted with the harassed, provoked, and annoyed. Moreover, the assertion of the action suggests commanding, ordering, and suggesting.

Woodhams and Grant expressed that commissive allows the perpetrator to commit some wrongful act. Also, the school incident reports show how the perpetrator has committed themselves to some

future action. Sastra added that this kind of force reveals the intention, and is seen in a world-word direction.

Perpetrators make use of emotions to win the game. Obtaining its interest or hidden interest to the victim is one way of utilizing feeling as the backbone in dealing with the wrongful act.

Perpetrators claimed their victory by having a solid command of the language. The will and the desire ignite the interest when there is force. Declarative, in this sense, emphasizes with conviction how the action must be done.

The profile of the students involved in the different school incidents manifested that gender has no excuse. Females can be more brutal than males, as percentages reveal. Furthermore, the various programs in the university may be accounted for no matter what type of profession the students are enrolled in. Many school incidents are recorded like cyberbullying, discourtesy, plagiarism, stealing, bullying, using fake social media accounts, campus nuisance, pressing of fire alarm, sexual harassment, death threat, humiliation, investment scam, cheating, possession of the illegal drug, and bomb threat. Moreover, these different recorded cases are intensified when the perpetrators use the command of their language of the language of crime like criminal speech act, conspiracy, and threat.

This descriptive forensic linguistic study aimed to identify the different recorded incidents and the language used by the perpetrator at the University of Mindanao. At this research stage, documented school incident reports are generally defined as social activities done wrongfully by the students.

Thus, this study sought to identify the profile of the students involved in the school-related incident, the different recorded school incident reports and their rate, and the language of crime that pattern the school incident reports.

This study may help the university address the management's concern in eradicating, if not lessening, the different school incidents committed by the students. The teachers may utilize the results of this study by extending their time in consulting and telling the students not to commit a wrongful act in the academy. The language teachers integrate this study into their course syllabus to brighten and enlighten the students on the verge of forensic linguistics. Lastly, this study may add up to the body of knowledge through research presentation and publication.

Materials and Methods

This section describes in detail how the study was conducted. It is divided into research materials, research design, and procedure.

Research material and instruments

The research material used in this study are the filed incident reports from the office of the student affairs of the University of Mindanao. There were 98 accumulated recorded school incident

reports across the university, including UM Main, UM Tagum, and UM Panabo. The data were gathered from 2019 to 2021. The corpora were critically chosen. I identified the unresolved cases which are part of a forensic stylistics study.

Furthermore, unresolved, dismissed, or closed cases were identified if they belonged to school crimes or violations. On the other hand, this study did not include cases that fall under 2019 below and those recorded in late 2021. Apart from that, verbal cases were not included.

The researcher employed purposive sampling in this study. This sampling technique is used because the chosen corpora were selectively identified to provide in-depth and detailed information about the different cases.

Research design

This study employed descriptive forensic analysis. Forensic linguistics is an interdisciplinary approach in linguistics where it describes the different wrongful acts that the perpetrators commit in the community. The different types of incidents are identified as school crimes and school violations. They are investigated based on their occurrence or frequency and on their linguistic aspects, such as pragmatics and the language of crime.

Thus, the contention of this forensic linguistics analysis is to identify the different recorded school incident reports. Both quantitative and qualitative aspects of the data were analyzed to know the utterances and the nature of the activity. This, of course, is part of the doctrine of language called language games, which by the later writing had come to mean the study of any form of use of language against a background context of a form of life.

The following steps were completed concerning the research study:

First, the researcher sought approval from the data privacy officer to retrieve and obtain materials with consent since the data source is sensitive. The second was to send a letter to the different OSA heads to retrieve physically and hand the materials confidentially. Lastly, the process of sorting the retrieval of the material is subject to analysis.

The materials were ethically handed. It was done by sealing it in the envelope, and only the researcher has access. The names were changed into pseudonyms, and other information was kept.

In analyzing data, I adapted Grant and Baker, Grant, and Coulthard on forensic linguistics stylistics analysis. It examines the different incidents that occurred in the community and the language used by the perpetrators. There were two phases of analyses in this study which were done simultaneously.

The first analysis was identifying the profile of the students involved. It was done by knowing the sex and department or program of the university where the involved students belong.

The second analysis knew the different types of school-recorded incident reports and their frequency, employing the frequency strategy to determine how often the incidents occurred from 2019 to 2021. The retrieval of the corpora was critically investigated by the

Office of the Student Affairs wherein, it was recorded in the official form of the student's offenses, letter of explanation, narrative reports, and the minutes of the meeting during the proceedings.

There are recorded school incidents including fake social media accounts, discourtesy, possession of the illegal drug, stealing or theft, plagiarism, bullying, cyberbullying, sexual harassment, falsification of a document, death threat, humiliation, posting of complaints against personnel, scam, cheating, fake identification card, bomb joke, campus nuisance, and pressing of the fire alarm.

Lastly, the language of crime by Tiersma and Solan was used to investigate the language pattern in the recorded reports. It includes criminal speech acts that refer to illocutionary forces, solicitation, conspiracy, bribery, threatening, and perjury. Each recorded incident file is coded from its source, like MyDay, Twitter Post, Facebook Post, etc., that the OSA retrieves.

The analysis was validated by the intercoder, where the responsibility was to systematically examine the result of the study. Lastly, the information gathered in this study was kept confidentially in adherence to the principle standard set by the university.

Results and Discussion

Profile of the students involved in school-related incidents

The students' profiles involved in the school-related incidents manifested their critical behavior. This study identified the sex and the different programs based on the office of the Students Affairs records from UM Main, UM Tagum, and UM Panabo. Among the branches of the university, these three have recorded the school incident reports (Figure 1).

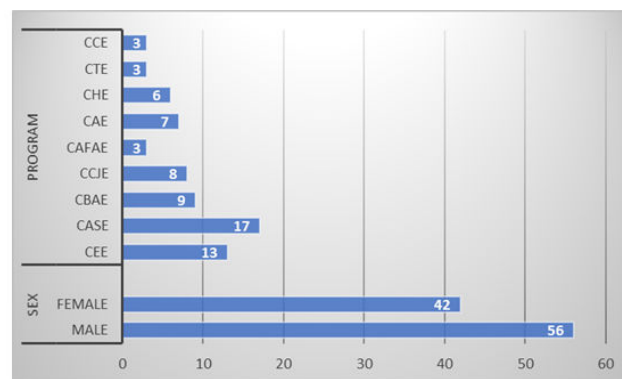


Figure 1. Profile of students involved in school incident.

As seen on the Figure 1, the most populous sex who engaged in the different school incidents were males having 56 as frequency. The females followed it with an accumulated of 42. It implies that males are more on to commit a wrongful acts. It means that male students have a critical mind condition in doing or performing unlawful acts compared to females.

This finding negated Gavrilova's research, which stated that female offenses are less examined. There was a decrease in incident rates for males and increased incidents for females over the last decades. It is noteworthy because the population of male offenders is deterred by the policy while understudied the female population, which begins to grow.

Different colleges have emerged with their recorded school incidents. The College of Arts and Sciences Education (CASE) has obtained the most numbered school-recorded incident with a frequency of 17. It is followed by the College of Engineering Education (CEE) with 13 recorded school incidents, the College of Business Administration Education (CBAE) with 9, the College of Criminal Justice Education (CCJE) with 8, College of Accounting Education with 7 (CAE), College of Hospitality Education (CHE) with 6, and the colleges of College of Architecture and Fine Arts Education (CAFAE), College of Teacher Educations (CTE), and College of Computing Education (CCE) garnered three different school incident reports. It implies that all students in the various colleges in the university may commit a wrongful act. It means that the student's behavior depends on how they are treated by their peers, teachers, and the school in general. There is no program hailed as holy, and there is one thing that needs to be concerned about: The security of every individual in the school.

This study result is in line with the proposition of Aslund et al. which stated that different school incidents are present in any program in any form of the school. The behavior and mechanisms of the students are overrepresented. No matter what intervention program is given to these deviant students, it will not reduce crime.

Recorded school incident reports and its rate

The school-recorded incidents are retrieved from the office of student affairs in UM Main, UM Tagum, and UM Panabo. This record is from 2019-2020 and 2020-2021. In the forensic aspect of this study, the researcher critically and comprehensively investigated the different corpora, whether it belongs to the solved cases, unresolved, or dismissed. Thus, it accounted only for the unresolved issues since the forensic style of analysis dealt only with the ongoing cases that needed to be resolved and found their purpose.

Based on the record, the different school incidents are categorized into school crimes and violations. School crime includes fake social media accounts, possession of illegal drugs, stealing or theft, plagiarism, bullying, cyberbullying, sexual harassment, falsification of a document, death threats, humiliation, scams, fake Identification cards, and bomb jokes. While the school violation includes discourtesy, posting of complaints against personnel, cheating, campus nuisance, and pressing of the fire alarm.

It was stressed by Sumaljay that these kinds of records are the basis for executing a formal report which is the basis of evidence in the court proceeding. It will help the justice system reveal the behind-the-bar reality and support the school by providing a precautionary measure (Table 1).

Recorded incident report	Type of incidents	Frequency	Rank
School crime	Fake social media account	3	6
	Possession of the Illegal drug	1	8
	Stealing or theft	8	3
	Plagiarism	9	2
	Bullying	7	4
	Cyberbullying	15	1
	Sexual harassment	2	7
	Falsification of document	9	2
	Death threat	2	7
	Humiliation	2	7
	Scam	2	7
	Fake identification card	6	5
	Bomb joke	1	8
School violation	Discourtesy	9	1
	Posting of complaints against personnel	4	2
	Cheating	2	4

Campus nuisance	3	3
Pressing of the fire alarm	3	3

Table 1. Recorded school incident.

Table 1 presents the recorded school incident reports with their corresponding frequency. As seen in the table, there are two different types of school incident reports, including school crime and school violations.

In school crime, it is observed that cyberbullying has the highest case of 15, showing that wrongful acts happen on social media most of the time. It was followed by plagiarism recorded with 9 cases which are considered as stealing intellectual property which students tend to normalize their behavior in doing wrongful acts. Stealing garnered a frequency of 8, which has been noted as the common school-recorded incident. Bullying was recorded in 7 cases. The use of fake identification cards has been obtained in 6 cases, while using fake social media accounts for tracing the students accounted for 3 cases. It has also been observed that the institution has recorded sexual harassment, death threat, humiliation, and scam, having 2 cases each. Lastly, the possession of the illegal drugs and bomb jokes were recorded, obtaining 1 case each.

The school violation is also observed in this study. Discourtesy has been recorded as the highest among the violation garnering 9 cases. It was followed by posting complaints against personnel having 4 cases. The campus nuisance and pressing fire alarms are obtained in 3 cases. Lastly, cheating has been recorded in 2 cases.

These results are mirrored from the study of Boateng, which stated that the recorded incidents reflect how the students behave defiantly on campus. It increases from time to time because it results from serious violent crime. Vera Institute of Justice and the United States of America stated that it normalizes the situation, mistrusting the legal process and threatening harm by the perpetrators.

The language of crime pattern the school incident reports

The language has been manipulated by the doer through their actions. It was traced after identifying the different wrongful acts, such as school crimes and school violations. The school crime was determined after the students were labeled as harmful based on the wrong actions, like bomb jokes, scams, death threats, sexual harassment, etc. The school violation, then, is distinguished based on behavior portrayed by the students on the campus, which includes discourtesy, cheating, campus nuisance, etc. Thus, in this study's results, forensic linguistics analysis was employed to know the language pattern used by the perpetrators in committing wrongful acts. Forensic linguistics analysis then investigates how the school-recorded incidents happened based on the retrieved data from the office of the student affairs of the University of Mindanao. It was found that the languages used by the students are criminal speech acts, conspiracy, and threatening.

Criminal speech acts

The different criminal acts in the school recorded incidents are identified using the language of crime. It patterns how the perpetrators executed the wrongful acts like criminal speech act, conspiracy, and threatening. The prelude of these criminal speech acts is based on how the perpetrator uses the language of crime, in which the language manipulates all the wrongful acts. Thus, it is evident in sexual harassment, cyberbullying, discourtesy, theft, and intellectual property theft (Table 2).

Language of crime	School crime	School violation
Criminal speech act	• Sexual harassment	• Discourtesy
	• Stealing or theft	
	• Plagiarism	
	Illocutionary act	
	Constative	• Cyberbullying
	Directive	• Humiliation
	Commissive	• Death threat
	Expressive	• Humiliation
	Declarative	• Humiliation
Conspiracy	• Sexual harassment	
	• Death threat	
Threatening	• Death threat	

Table 2 Language pattern on school incident report.

Criminal speech act: Criminality happens when one gets an interest out of a specific wrong act. The act of taking photos of somebody without asking permission is a manifestation of having a personal interest. The photograph may use for fun. "I caught my classmate taking pictures of our classmates and making fun of it" suggests a criminal speech act because of the absence of consent. It is seen from the Student Code of Conduct Complaint Form retrieved from the OSA:

Last day, we practice "SabayangPagbigkas" in UM embassy. I caught my classmate taking pictures of our classmates and making fun of them. And then I confronted him and asked it. I can see his phone, to my surprise, he takes pictures of my boobs part only. I told him to delete it because he sends it to their group chat which my boy classmates were members. I feel really insulted and harassed (SCCCF).

Aside from taking photographs inside the comfort room, taking video is also evident. It was narrated by the victim that she experienced taking video while she was inside the comfort room. She was so concerned about what happened to her that she did not want it to happen to anybody else.

There is a guy who took a video while I am inside the comfort room and I am really concerned with the other students that possibly can happen as what happened to me (SCCCF).

This case emphasizes how it indirectly threatened the school in general. Because of the absence of clarity in the information posted on the student's end, the student became harsh in expressing himself. He used vulgar or foul words. The student does not care about the information in their educational platform but instead resists not accepting any tasks that were not for them.

Hi. It was a screw day University of Mindanao Blackboard administrator or whatsoever. I have a screw complaint about the changing of professor. It happened twice to our class and is piling up. We are already one week behind the class, and it only gives us three days to complete all the screw activities. I don't care about the damn or even if you already sent us a message, but please do not give us a professor or activities that were not for us (SVE).

Another form of criminal speech act is when there is dishonesty. A friend can be an enemy when there is a hidden interest. In this case, the suspect was tempted to steal and presumably own his own friend's cellular phone. The suspect manipulated it as stated, "Akonggi reset and iyang phone para ma open nako" to obtain the gadget. This criminal speech happened because of envy.

Akosi Superman. Kato na day is nag binuang ko saakong classmate nasi Batman. Gikuhana ko iyang phone. Ako pa siyanggi guide katona day sa safety security office. Sa pila ka adlawngawala nag reklamo, na tempt ko sapagkawatsaiyang phone. Akonggi reset ang iyang phone para ma open nako. Na tempt ko tungodsakanindotsa phone. Kani ang first time nanahitabanagkawatkog phone saakong classmate. Dili ko nagging honest sa school ug labinasaakongkaugalingon (NR).

(I am Superman. On that day, I did a ridiculous act toward my classmate named Batman. I get his phone. I guided him to go to the safety security office. After many days with the claim, I was tempted to steal his phone. I reset the phone to open it. It was the first time I happened to steal the phone of my classmate. I was not honest with the school, especially with myself).

Intellectual property, when stolen, is against the law. It has been shared by the victim who happened to observe a plagiarized film. Further, he complained because he was not given a chance to showcase his skill and talent in film. He narrated that "My chance to showcase my skill or talent in filming was stolen from me."

I want to file a complaint against Super Mario and the members/staff of Luige's production for producing a plagiarized film. I am part of the production team, but they did not inform me of their plans on copying a film. My chance to showcase my skill or talent in filming was stolen from me. I want the following people that were knowledgeable about the plagiarism act in the very beginning (SCCCF).

After analyzing the corpora, I have found that the following criminal speech acts were observed in the office of the Student Affairs file. First, the advent of technology helps perpetrators to commit the wrongful act by taking photos and videos of their victims without consent. Second, discourtesy is not neglected in this case since the perpetrators are trying to destroy the school's image. Lastly, the perpetrators have also abused intellectual property without citing proper credit from the owner.

This study result is congruent with Fino's findings, which stated that the criminal speech act would greatly support persecuting the perpetrators. The act that provokes the perpetrator to commit violence intensified when Svongoro et al. claimed that these criminal speech acts see the language pattern used, understood, and traced. Constable supports that manifested the identity of the force used in every utterance.

Using the illocutionary acts manifested the criminal acts based on the corpus retrieved from the Office of the Student Affairs. There have been features for identifying the different criminal speech acts through the illocutionary force, which include constative, directive, commissive, expressive, and declarative.

Constative: The different reported school incidents have been proven when both the perpetrator and the victim state, describe, classify, explain, and clarify every situation. Each case is detected based on the utterance or discourse seen in any written text through constative.

This discourse is a form of cyberbullying because the perpetrator publicly humiliates the victim through posting on social media. Stating "Michael Jackson most matalino at most hilas... Ikaw a boy" manifests the discourse turn into bullying. In this case, the perpetrator tries to provoke the victim by stating the hidden intention (FBP).

Michael Jackson most matalino at most hilas... ikawna boy. Palitkagisang ka luxe white og is aka sabon. Hataganisponsorantakag 10,000 worth of products for free PM lang

Michael Jackson, the most intelligent and most famous. It is you, boy. Buy luxe white and one soap. I will sponsor worth 10 000.00 of products for free—just PM.

Another observation on cyberbullying is posting angst on Twitter. It has been noted that the persona of this post is just merely responding to the actions previously but has responded to them on social media in the present time. The constative is current since it describes how the action is made before and publicly embarrassed.

Then what do you think I felt when she has been circulating a screenshot of my account and labeled me as "mang-aagaw" knowing nasiyamismo and nag cheat ug nag gubasaiyangrelasyon (TP).

In this case, the perpetrator shows discourtesy to the teacher. The message was sent via messenger stating, "Hello, ma'am. I would just like to ask if you ever had lived before in a tin roof shack? Also, do many people in your origin country sell cakes if they are poor?". Constative is noticed in this scenario on how the perpetrator degraded the teacher using foul words.

Hello, ma'am. I would like to ask if you ever had lived before in a tin roof shack? Also, do many people in your origin country sell cakes if they are poor? (Messenger).

Public humiliation has been rampant nowadays. It was noticed in the record that perpetrators posted their angsts on different social media platforms. Aside from that, the perpetrator also shows discourtesy towards the teacher. It was clearly stated how illocutionary force had been used.

This result aligns with the proposition of Hariati et al. stating that the perpetrator may clearly describe the action that will be done before the physical force happens in the wrong act. The assertive school incident reports are done by defining the actual state of affairs.

Directive: The language of crime is intensified when the utterance shows a forceful action. It can be done through ordering, requesting, praying, suggesting, and begging. The perpetrators used this to execute the action toward the victim.

Humiliation is seen in this case after directing the parents of their colleague. As stated, "To those who dislike me being a lesbian, do not enroll your child in the CE program. For her to withstand, she does not have any choice. I will persecute her." It is a direct manifestation of persuading the victims and others not to enroll in the said program. It shows how aggressive the perpetrator was at her command. Also, she threatens that they will enroll and miss half of their lives.

Para sagiloodsaakongtinomboy-tomboy, ayawipa-CE inyonganak. Para makatiisnga CE, no choice patulansadnako. Naanamoy experience. Ayaw mog parehanakosaakongkunuhaingayabngadilimoinum ug alak. You miss one-half of your life like iparehab ka... (FBP).

To those who dislike me being a lesbian, do not enroll your child in the CE program. For her to withstand, she does not have any choice. I will persecute her. You have your experience. Please do not allow yourself to be like me or have a girlfriend who does not drink. Yes, you missed half of your life, like being rehabilitated.

Another humiliation observed is when the groupmates posted on social media not to include the group member or the victim in their research project. It is after not doing the part of the victim. Instead, the victim ignored the command. The group leader requested the victim to do his part but failed to do it since the victim was a working student.

28 me nag sabot namaghino, 28 sagabiesiyanaabot. Gipahimonakosiya ana ug references then the other day, calmapako kay basig duty siya. Then, 30 na I know off naniya so I asked him again if kamusta ang gipabuhatperowalasiyay reply (Messenger).

It was on the 28 that we planned to make it, the 28th night he arrived. The other day, I asked to refer, and I was calm because I thought he was on duty. Then, 30, I knew it was his off and asked him how his task was, but he did not reply.

Meanwhile, discourtesy has been observed in this case after indirectly threatening the teacher of the school. With the intense use of command language, he stated that "My order is to kick that person out of that university," indicating that he wanted the said teacher to be out of the school. Furthermore, the perpetrator addressed that it is for the good of everyone. It has been circulated on social media after posting in the myday on the Facebook of the perpetrator. Thus, it forms harassment as the directive.

My order is to kick out that person out of that university while retaining my college status for the common good of everyone. My order is my order. When I say it, do it (Messenger).

The wrongful act was committed when the perpetrator commanded the victim not to enroll because of their being, which will lead to harassment, provoked, and annoyance after the task was not accomplished and ordered kick out of the school with conviction. It prevails on how eager the perpetrator was to do the act. This result corresponds to the idea of Nindyasari, stating that the language of the criminal speech act is seen in how the perpetrator asserted the command. Furthermore, the act may command, order, or even suggest.

Commissive: Using the language of crime can quickly identify the criminal speech act of the utterance displayed by the perpetrators. It is mainly that commissive shows vows, threats, pledges, contracts, promises, and oaths.

The perpetrator made use of his socmed account to threaten the victim. Using the "Myday", the perpetrator posted that the victim's fate was just around the corner. The commissive is present as wrongful in this case since the perpetrator described his threat on how the victim's fate will go.

To that employee, if you see heavy tint vehicles roaming around you on the street, well, that is your fate now!!!(MYDAY)

Another commissive is present in this case after indirectly stating, "Sorry, not sorry." It is the result after the victim shows negligence as a research member of the group. It was done thru a conversation in the messenger where the perpetrator confronted the victim's sister.

Good morning. Palihugkogstoryaanangimongmanghudunsai yangproblemasaamoanganonghawud kayo siyamughosting!! Kailanganna kayo namomugraduatetaposiyanggina drag me paubos. Palihugnalang ko napapalitasiyagbatasan. Sorry not sorry. (Messenger).

Good morning. Would you mind talking to my older brother about his problem with us? He ghosted us. We need to graduate, but he drags us down. Would you mind letting him buy a pleasant attitude? Sorry, not sorry.

The threat was used to make a command successful. It penetrates the action and makes the perpetrator becomes victorious. After the perpetrator threatened the school teacher and the groupmate in the project, it was observed to be excluded.

This result aligns with Woodhams and Grant's proposition stating that commission may allow the perpetrator to commit some degree of the wrongful act. Also, the school incident reports show how the perpetrator has committed themselves to some future action. Sastra added that this kind of force reveals the intention, which can be seen in a world-word direction.

Expressive: The perpetrator in this scene revealed the real intention of using emotions toward the victim. It can be observed by apologizing, welcoming, and deploring.

The perpetrators, in this case, show disappointment towards the victim. There were chances given, but the victim failed to do his task. It was stated expressively that "Yes, that is why we welcome him without any second thought because we thought he would cooperate but sad to say, we were wrong in giving him another chance," which indicates that they welcome him once again. However, due to their disappointment, they publicly humiliated the victim.

Mao gani te gi welcome nako siya na walay storya kay abi namo mo cooperate na siya pero sad to say, nagkamali meg hatag ug baliksa chance (Messenger).

Yes, that is why we welcomed him without any second thought because we thought he would cooperate but sad to say, we were wrong in giving him another chance.

The victim expressed her contention aggressively to the perpetrator by sending a message to the messenger. It was clearly stated that the victim could not escape the situation since everybody about the problem blamed her.

It has been since the perpetrator said "Sorry" to the victim. Indeed, expressive force commences since both parties are trying to solve the problem.

Victim: Akomangudilanggiduotganinamaongnaglibog ko kay naduot ko both side bisanasa ko nag c adtunaduotmingduhani Casper

Perpetrator: I'm sorry

Victim: ayawpag sorry saakoa. Dapatako mag sorry nimo. Kami dapat

Perpetrator: No. okay nata (Messenger)

Victim: I was blamed. That is why I was confused because I was blaming both sides wherever I went; Casper blamed us

Perpetrator: I am sorry

Victim: Do not say sorry. It should be me to say sorry. It should be us

Perpetrator: No. we are now okay

Perpetrators used emotions to penetrate their wrong acts. It was noted that the perpetrator tried to welcome the victim again into the group. However, he failed to do his task and expressed sorry to the victim after the act. It has been about the idea of Sastra, who stated that expression tells how the perpetrator manipulates their actions using emotion. It is the goal of the victim how to persecute the victim.

Declarative: In this school incident report, I found that the perpetrators declared their intentions explicitly. It has been seen on many different platforms, as retrieved by the Office of Student Affairs (OSA).

The utterance has been posted on the perpetrator's official social media account. It stated the resolution of having disappointment towards the school. He declared how he would destroy the school's image by stating, "I will burn down the school by starting to burn down the highest persons known in this university until they could chain their neck down like Gorillas in the zoo," using an analogy.

That is why I will burn down the school by starting to burn down the highest persons known in this university until could chain their necks down like Gorillas in the zoo (Myday).

Due to the discourtesy expressed by the perpetrator, he was probed by the school. He admittedly committed a wrongful act by saying, "Ma'am, it was me who expressed greatness in our 4:30-5:30 pm class". It has been expressed blatantly from the perpetrator's end. Indeed, the perpetrator is responsible for his action but in the wrong way.

Maam, akodiay tong nagpahawud hawudnastudyantenimosainte 4:30-5:30 pm. Sorry judkaayo kay maskitama or maliakong answer maligihaponakonggibuhut. Gipaglaban lang nakoakong ,answer kay abinakogtamasiya... (Messenger).

Ma'am, it was me who expressed greatness in our 4:30-5:30 pm class. I am sorry about it because even though my answer was correct or wrong, it was still a wrong act. I fought my answering believing that it was correct.

The perpetrators declared that they removed their group members from their project because of being irresponsible. They could not hold their temper until they publicly humiliated it, stating, "Sorry because it reached our boiling point where we cannot control our temper," which shows how intense the situation was.

Sorry nalangsiguro kay muragnaabotna me sa among boiling point to the point nawalana mi nakapagtimpi (Messenger).

Sorry because it reached our boiling point where we are unable to control our temper.

The perpetrator used their conviction to do the wrong act. It is illustrated after the perpetrator declared to destroy the school. Aside from that, the declaration is perceived after the perpetrator commits himself to action. Lastly, the perpetrator directly claimed they could not control themselves in committing the act.

This result is mirrored in Rahayu et al. study, which stated that declarative is a state of forcing the perpetrator to command their desire. The conviction stated in the utterance emphasizes how the act is to be performed.

Conspiracy

The situation in the school incidents has been observed in many ways. It was found that the actions have been covered in social media and performed in real scenarios using this corpus-based analysis. In the context of conspiracy, perpetrators consulted and agreed to commit a wrongful act.

Based on the thread posted on Facebook, the texts can be read on how the perpetrators plan the victim's execution. Perpetrators' two and three stated that it should undergo a religious practice. Perpetrator four asked if they killed it, then said they had to beat it severely before bringing it to the hospital. Perpetrator 2 added by asking if want to have a funeral service. Lastly, the perpetrator stated that all of this would be done through suffering. This kind of plan intensifies the perpetrator's intention for their wrongful act.

Perpetrator 1: Mas deadly ng kaubannga mangamong

Perpetrator 2: Hahahahapamisahina

Perpetrator 3: Pabinditahinasizt

Perpetrator 1: Dagkotan rana nato

Perpetrator 4: Patyondiritso!? Kulatahonsauytagos adtuonspmc

Perpetrator 2: Gusto pajud ka nahayaonsisszt? Hahahaha

Perpetrator 4: Anuhonsa oy kanangpasufferun (FBP)

Perpetrator 1: It was deadly to have that

Perpetrator 2: Hahahaha make a religious mass

Perpetrator 3: Showered with holy water, sis

Perpetrator 1: Lighted with candle

Perpetrator 4: Kill directly!? Let it suffer before bringing in the hospital

Perpetrator 2: Do you really want to have a funeral service, sis?

Hahahaha

Perpetrator 4: Let her suffer (FBP)

Another severe case was when the perpetrators planned how they would make fun of the photos and videos of their victims. As a form of harassment, they implicitly expressed who their victim is. As stated, "Incredible Superman. New hunting" shows how to liberate these perpetrators in targeting their victims. The other perpetrator affirmed it by saying, "hahahaha, of course, hahahaha" indicating they had already obtained their goal. And perpetrator 2 wants to add the victim in their group chat to be of service to the victim.

Perpetrator 1: Kuyawang Superman jud oy. New hunting man

Perpetrator 2: hahahahalanganhahahaha

Perpetrator 3: umay... hahahahaha

Perpetrator 2: e add natodri pre (Messenger)

Perpetrator 1: Incredible Superman. New hunting.

Perpetrator 2: hahahaha of course hahahaha

Perpetrator 3: oh my... hahahahaha

Perpetrator 2: let us add here (Messenger)

The perpetrators subjected their victims to different practices. It may be through religious practice or harassment. Perpetrators agreed on this kind of activity based on their interests.

Tiersma and Solan describe this when two or more individuals are involved in the act. Since the act is implicit, it is considered sufficient, and the agreement is proven by circumstance.

Threatening

The threat is an indirect act posted on any media platform. The perpetrator may warn the victim of the action before the persecution. That is why it is seen on Facebook or Twitter as a platform for expressing their angst.

The perpetrator, in this case, threatens the victim. It was posted that he can be harsher than posting such threats on Twitter than in person.

Just make sure dilimo ma wrong move ha kay I can be harsher than this! (Twitter Post)

Just make sure it would not be a wrong move because I can be harsher than this.

Another case seen from the retrieved file is when perpetrators threaten the victim. It is seen as a conspiracy, especially when two perpetrators have an agreement. The root of this public humiliation is because of the action shown by the victim to the perpetrator. The perpetrator does not want to accept the victim's application because of the victim's bad attitude. Instead, they threaten the victim when they accept it in the company.

Angel, baka may mag apply naParu-parunaapilyedo kasi bastosyanee. Minuraakodyan nag apply atasatinsa office. Baka maghasik ng lagim.

Tama Gel. Layora kayo. Nalisud man gani ko. Pantayra ta tanan ug mang apply. Ambot ana niya gel. Lahi rajudnasiya. Mobalik ko puhondriamakatilawjudnasilasaakoa (Messenger).

Angel, there might have an applicant named Paru-paru who is having an unpleasant attitude in our office. She might sow an undesirable act.

Yes, Gel. Far different. I had difficulty. Everyone will encounter fair treatment. I do not know her, gel. She is different. When I am back there, she might receive unpleasant treatment from me.

The threat can be made through a harsh statement or action. In this case, the threat was seen by stating that the perpetrator is challenging to handle when provoked. Also, when the perpetrator emphasized her unpleasant treatment.

It is under the study of Tiersma and Solan, who stated that a threat is always considered a criminal act. The threat is also a form of hate and distrust of the perpetrator, making them feel like they have a high disposition toward intimidation.

Based on the study's results, the profile, recorded incidents, rate, and language used by the perpetrators are seen in the office of the Student Affairs archive. It implies that incidents may occur and be committed by students based on their attitudes and behavior. Thus, this study conforms to the theory of Levinson on social activity. It states that the language of crime maneuvers the different cases.

Implication for practice

School incidents have no gender classification. Anyone can be involved in a different wrongful act. Females, on the other hand, have underrated when it comes to school incidents. The various courses or programs play a vital role in the professional development of the students. However, it is seen as the source of behaving the students' unprofessionally because of a lack of guidance and support from the heads and teachers.

Conclusion

The recorded school crime and school violations are evident. A manifestation that wrongful acts are seen in the academy. Since the language of the perpetrators is manifested in the different recorded incidents, it deals with how individuals must be aware of how to maneuver their actions to avoid committing a school incident and being a victim.

The University of Mindanao must tighten its security for the safety of the students, teachers, and other personnel. The language teachers may also use the findings of this study to inform and educate the students that the language of crime is evident in every wrongful act.

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